

Barnegat High School

Advanced Placement Human Geography - Syllabus

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| **Course Information** | **Teacher Information** |
| AP Human Geography  | Name: Mr. Drew McTaggart |
| Full Year  | Phone: 609-660-7510 x 7124 |
| Class Location: Room #B 206 | Email: amctaggart@barnegatschools.com |
|  | Teacher Website: <https://www.barnegatschools.com/Domain/1780> |

**Course Description:**

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| Welcome to A.P. Human Geography! The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. (*Retrieved from apcentral.collegeboard.com*)  |

**Course Competencies/ Learning Objectives**

Students who successfully complete Advanced Placement Human Geography will be competent in the following areas:

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| * Students will be able to Use and think about maps and spatial data.
* Students will be able to Understand and interpret the implications of associations among phenomena in places.
* Students will be able to Recognize and interpret at different scales the relationships among patterns and processes.
* Students will be able to Define regions and evaluate the regionalization process.
* Students will be able to Characterize and analyze changing interconnections among places.
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**Course Texts / Online Resources**

James M. Rubenstein, *The CUltural Landscape: an introduction to Human Geography* 2014.

Annenberg / Corporation for Public Broadcasting. *The Power of Place: Geography for the 21st Century*. 2003. DVD. Available at: <http://www.learner.org/resources/series180.html>

Bowen, William. *Digital Atlas of the United States.* California Geological Survey. Web. <http://130.166.124.2/USpage1.html>

Diamond, Jared. *Guns, Germs, & Steel: The Fates of Human Societies*. New York: W. W. Norton & Company, 1997.

Population Reference Bureau. <http://www.prb.org/>

United States Central Intelligence Agency. *CIA World Factbook*. <https://www.cia.gov/library/publications/resources/the-world-factbook/>

United States Government Census Bureau. [www.census.gov](http://www.census.gov/).

United States Geological Survey. <http://nationalmap.gov/small_scale/>

**Required Materials**

3 ring binder with divider tabs

Loose leaf paper

Pen/pencil

**Attendance Policy**

Regular and prompt class attendance is an essential part of the educational experience. The Barnegat Township School District expects students to be responsible and exercise good judgment regarding attendance and absences. Students accept full responsibility for ensuring that they complete any/all work missed due to absences.

**Course Topic Outline**

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| **Content Area: SociaL Studies** |
| **Course Title: A.P. Human Geography**  | **Grade Level: 9** |
| **Unit 1: Geography; Its Nature and Perspective** | 20 days |
| **Unit 2: Population and Migration** | 30 days |
| **Unit 3: Cultural Patterns and Processes** | 30 days |
| **Unit 4:Political Organization of Space****Unit 5: Agriculture and Rural Land Use****Unit 6: Industrialization and Economic Development****Unit 7: Cities and Urban Land Use** | 20 days20 days30 days30 days |

**Student Grades**

The grading system for this course is based on the category weights listed in each department’s policy. For this course, those weights are listed below. Each marking period, students will have a minimum of four (4) Major Assessments and eight (8) Minor Assessments (explained below). Homework is graded as part of Course Participation, which is assessed twice (2x) per marking period using the district rubric.

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| **Major Assessments** | - | 60% of marking period grade |
| **Minor Assessments** | - | 30% of marking period grade |
| **Course Participation** | - | 10% of marking period grade |
|  | - |  |

Please note: the above areas are used as the basis for 80% of your grade for the course; the Midterm and Final exam will constitute the remaining 20% of your grade.

* Examples of Major Assessments include items that are summative in nature, such as: tests, projects, research papers, prose-constructed response timed writings, formal presentations, reports, Socratic seminars, or any other type of assessment used to capture evidence of learning at the culmination of a unit of study.
* Examples of Minor Assessments include items that are formative in nature, such as: quizzes, reading comprehension checks, response journals, exit tickets, small-scale research activities, reading logs, in class worksheets, or any other type of assessment that is diagnostic in nature and used to guide instruction and provide ongoing feedback to students.
* Note: grades for individual assignments are entered into Genesis for the marking period in which the assignment is collected, and not a subsequent marking period.
* Extra Credit will only be available for assignments that have been approved ahead of time by the teacher and department supervisor.
* In this course, it is expected that students will submit only their best work, and teachers reserve the right not to accept work that is substantially below what a student is capable of producing.
* *Please speak to your teacher about the opportunity for earned Second Chances on certain Major Assessments.*

**Course Participation Rubric**

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| **https://lh4.googleusercontent.com/XEeqMhyhDmg3PrS35Uz5b4cs0M4ubBpYQWF2pUUn0pxGN5c-pW71G9Fq217cQRLxGINKTQgr6x49xn4ODgtLmgxQVAMt4l9I4pM7qS_ZaWbv8vYRUlL4BhGhMdo8W4WRtF3nKuzG** | **Academic Social Skills** | **Readiness to Learn / Study Skills** | **Homework** | **Classwork** | **21st Century College and Career Readiness** |
| **Meeting** **Expectations** | **20 points**Student consistently demonstrates high levels of age-appropriate academic social skills by showing initiative and independence in all of the components below: * Self-advocacy
* Persistence ”grit”
* Identifying one’s own needs and communicates needs to others

Student’s classroom behavior is focused, on-task, and serves as a role model for others; the student does not require support from teacher, parents or others. | **20 points**Student* consistently arrives prepared for class and ready to learn;
* demonstrates high levels of organization, motivation, and ownership of his/her learning.

Student consistently produces notes and other materials that demonstrate: effort to learn &  • identification of the curriculum’s main ideas and important supporting details.   | **20 points**Student consistently completes the assigned homework and rarely misses a task, if at all.  Student consistently expends his/her best efforts to complete assigned tasks. Homework consistently reflects high levels of care and  pride in work.  Homework is consistently done in a manner that advances learning.    | **20 points**Student * consistently completes assigned classwork tasks;
* voluntarily and actively participates in classroom activities on a consistent basis;
* consistently remains focused and on task;
* contributes to class discussions in a meaningful way, by actively listening, asking questions, or sustaining discussion;
* consistently demonstrates leadership in collaborative activities.
 | **20 points**Student consistently demonstrates competency in the following NJSLS Career Ready Practices.  CRP1. CRP2. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP11. CRP12.\*A full description of these items is listed at the bottom of the rubric.   |
| **Approaching Expectations** | **15 Points**Student usually demonstrates age-appropriate academic social skills such as persistence or self-advocacy, but may require teacher prompting or direction.  Student’s classroom behavior is generally focused and on-task, but sometimes requires redirection or support from teacher, parents, or others. | **15 Points**Student usually arrives prepared for class and/or demonstrates developing levels of organization, motivation, ownership of learning. Student frequently produces notes and materials that demonstrate effort to learn and identification of mean ideas, but may also require prompting and direction.   | **15 Points**Student frequently completes the assigned homework but occasionally misses tasks, or tasks are completed with inconsistent effort .  Homework usually reflects high levels of care and  pride in work, but not always.  Homework is generally done in a manner that advances learning.   | **15 Points**Student * usually completes assigned classwork tasks and generally produces his/her best work;
* frequently  participates in classroom activities but sometimes requires direction and prompting;
* during class discussions, usually contributes by actively listening, responding, and/or asking questions.
 | **15 Points**Student frequently demonstrates competency in the following NJSLS Career Ready Practices, but may need direction and support.  CRP1. CRP2. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP11. CRP12. |
| **Not****Meeting****Expectations** | **10 Points**Student occasionally demonstrates age-appropriate academic social skills such as persistence or self-advocacy, and/or  often requires teacher prompting or direction.  Student’s classroom behavior is generally unfocused and off-task, and frequently requires redirection or support from the teacher, parents, or others. | **10 Points**Student rarely arrives prepared for class and/or demonstrates limited levels of organization, motivation, ownership of learning. Student seldomly produces notes and materials that demonstrate effort to learn and identification of mean ideas, and often requires prompting and direction.   | **10 Points**Student rarely completes the assigned homework and frequently misses tasks, or tasks are completed with limited effort .  Homework rarely reflects high levels of care and  pride in work.  Homework is generally not done in a manner that advances learning.  | **10 Points**Student * seldomly completes assigned classwork tasks and generally does not produce his/her best work;
* usually does not participate in classroom activities and often requires teacher direction and prompting;
* during class discussions, usually does not contribute by actively listening, responding, and/or asking questions.
 | **10 Points**Student rarely demonstrates competency in the following NJSLS Career Ready Practices, and needs direction and support.  CRP1. CRP2. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP11. CRP12. |
| **\*New Jersey Student Learning Standards for 21st Century Life & Careers / Career Ready Practices**CRP1. Act as a responsible and contributing citizen and employee.CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason.CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.CRP11. Use technology to enhance productivity.CRP12. Work productively in teams while using cultural global competence. |

**Plagiarism, Cheating, and Academic Integrity**

 The Barnegat Township School District places a strong emphasis on students’ integrity, and the district will not tolerate instances of academic dishonesty. Plagiarism is the practice of copying words, sentences, images, or ideas for use in written or oral assessments without giving proper credit to the source. Cheating is defined as the giving or receiving of illegal help on anything that has been determined by the teacher to be an individual effort. Both are considered serious offenses and are subject to consequences described in the Student Handbook and Board Policy #5701.

**Classroom Expectations**

1. All school rules and policies apply to this class.
2. The teacher and students will work together for a respectful, safe classroom.
3. Students will come to class on time, prepared, and ready to learn.
4. Students will complete all assignments, including homework, by all deadlines. Make-up work is only accepted after an excused absence. It is your responsibility to see me for your work before or after school.
5. Students will actively participation in class discussions and other activities in order to enhance their learning experiences.
6. Cell phones, iPods, or any other personal electronic devices are prohibited in class at any time.

**Extra Help and Support**

 Occasionally, students will require additional help to master the content and skills in this course. If you need additional help, there are a variety of options for you, including:

* Before/after school help sessions with your teacher
* Peer tutoring from NHS / NJHS students

As your teacher, I am committed to your success. If you need help, please ask!

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I have read and understand the syllabus for Advanced Placement Human Geography.

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Student Signature Print Name

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Parent/Guardian Signature Print Name